



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

of the scope and office of arithmetic can best be understood by giving a partial list of the subjects eliminated. Greatest Common Divisor, Least Common Multiple, Longitude and Time, Domestic and Foreign Exchange, Equation of Payments, Ratio and Proportion, Square and Cube Root, Partnership, Arithmetical and Geometrical Progression, Mensuration, the Metric System and other subjects are swept away with the remark that "all obsolete subjects and terms have been purposely omitted," (page iv). Teachers are advised to "do nothing with methods and subjects which are obsolete with business men," (page viii). This theory would fit the book better if business men did nothing but deal in groceries and figure interest. Unfortunately for this theory, they also deal in Brooklyn bridges and "figure" on the construction and balance sheet of a "White City."

By adopting the plan suggested by Mr. Peck, arithmetic will indeed be a child's study, a "preliminary" subject; preliminary to trouble for all academic pupils; for is not Arithmetic the working medium in all mathematics?

Let the subject be simplified for children, let the Grammar School complete a simple business course, but let us not emasculate the science. Let the High School do successfully, in one-half the time, what we fail to do in the Grammar School.

With Advanced Arithmetic in its proper place, as a required academic study, including Mental Arithmetic restored to its former usefulness and vigor, there will come a demand for an Advanced Arithmetic containing most of the "obsolete" subjects.

Hollis E. Dann.

Ithaca High School.

Outlines of the Modern Education in Japan. Translated and published by the Department of Education. Tokyo, Japan. pp. 218. 1893.

This volume, which comes to us from the Imperial Japanese Commission to the World's Columbian Exposition is a revelation. Students of education must be forever grateful for the impulse given by the World's Fair which has led to the production of so many admirable monographs in various parts of the field. Such a one was Deutschland, höheres Schulwesen im 19. Jahrhundert, (see *School Review*, vol. 1, No. 6, p. 378). But none will be read with greater interest than this admirable account of education in Japan, nor will any fill a more pronounced gap in our easily accessible educational data. The work opens with a brief history of the educational administration in Japan. When the Code of Education had been carried out in 1873 the number of children in school was about 1,180,000; in 1891 the number was 3,630,000. A valuable supplement to this statement is found at the end of the volume in the table showing increase in expendi-

tures for the institutions under the control of the department of education. In 1873 the amount was 460,823,423 *yen*; in 1890, 1,284,960,471 *yen*. It would be hard to think of any sub-province even of education which is not fully represented in this volume. The curricula of all the various kinds of schools, elementary, higher, normal, commercial, etc., are given in full. We wish there were room to reproduce them here. The book is a simple, straightforward account of the history and (mainly) present condition of education in Japan, doubtless the most remarkable and fascinating of all educational romances.

C. H. Thurber.

NOTES.

The Book of Elegies. Edited with Notes. By JAMES BALDWIN, Ph.D. Boston: Silver, Burdett & Co. 1893.

This is a volume of selections illustrating the Elegy, intended chiefly for the use of schools. The first three selections consist of translations of the Song of Thyrsis, from the first Idyll of Theocritus, of Bion's Lament for Adonis, and of Moschus's Lament for Bion. Lang's version of the last is given and it seems a pity that his translation of the first two might not have been used. For the Lament of Adonis, besides the prose version of the Rev. J. Banks, the verse translation of Mrs. Browning is quoted.

Following these are printed Spenser's Astrophel, Shakspeare's Dirge for Imogen, Milton's Lycidas, Gray's Elegy, Shelley's Adonais, Tennyson's In Memoriam and about twenty short pieces from various sources. The text is annotated at considerable length and, in many of the longer poems, disfigured by numerals referring to the notes. Otherwise the book is very pleasing in appearance and not unlikely to be attractive to the general reader. The omission from the Book of Elegies of Arnold's Thyrsis, or of some of his "Later Poems" like Geist's Grave is noticeable.

Studies of the Greek Poets. By JOHN ADDINGTON SYMONDS. Third Edition. Macmillan & Co.

These volumes are "Studies" in the most ideal sense of the word, and as such have high educational value. As an English introduction to the Greek poets it would be difficult to compare anything else with them. As a whole, the work gains in this third edition by a rearrangement which has brought the parts in-